

## **The Effectiveness of Storytelling On Students' Speaking Skill At Tenth grade Student of MA Bidayatul Hidayah**

**Roni Afrita**

Faculty of Teacher Training and Educational Sciences, Universitas Islam

Majapahit

[roniafrita211@gmail.com](mailto:roniafrita211@gmail.com)

### ***Abstract***

*The aims of the of this study is to find empirical evidence that storytelling technique can enhance students' speaking ability at tenth grade of MA Bidayatul Hidayah. The total sample was 40 students. The method used of the research was quasi-experimental. The researcher chose the method because she wanted to know the effectiveness of storytelling technique in enhancing student's speaking skill. The method used was quantitative. It means the method and instrument involved numerical measurement and then statistical quantification. the students' speaking skill in experimental class that were given by the treatment through storytelling were improved more effectively than the control group. The conclusion storytelling is effective to be applied in teaching speaking skill. It can develop confidence, vocabulary, grammar, and comprehension.*

**Key Words:** *Speaking, Storytelling, Quasi – Experimental*

### ***Abstrak***

*Tujuan dari penelitian ini adalah untuk menemukan bukti empiris bahwa teknik bercerita dapat meningkatkan kemampuan berbicara siswa di kelas sepuluh MA Bidayatul Hidayah. Total sampel adalah 40 siswa. Metode yang digunakan dalam penelitian ini adalah kuasi -eksperimen. Metode yang digunakan dalam penelitian ini adalah kuasi-eksperimen. Penulis memilih metode tersebut karena ia ingin mengetahui keefektifan teknik belajar storytelling dalam meningkatkan kemampuan speaking siswa. Metode yang dilakukan adalah pendekatan kuantitatif. Dalam artian, metode dan instrument yang dilibatkan berupa*

*perhitungan angka dan kuantifikasi statistik.. keterampilan berbicara siswa di kelas eksperimen yang diberikan oleh pengobatan melalui penceritaan ditingkatkan lebih efektif daripada kelompok kontrol. Dengan demikian, dapat disimpulkan bahwa kemampuan speaking siswa dari kelas experimental yang telah diberikan serangkaian treatment pembelajaran melalui teknik belajar storytelling telah meningkat secara efektif dari pada kelas control. Kesimpulan mendukung efektif untuk diterapkan dalam mengajar keterampilan berbicara. Itu dapat mengembangkan kepercayaan diri, kosakata, tata bahasa, dan pemahaman.*

**Kata Kunci:** Berbicara, Bercerita, Quasi – Eksperimental

## 1. INTRODUCTION

Language is a means of thinking and transferring culture from one generation to another as well as from one nation to another. It is also a means of communication among people. Hence, many countries emphasize teaching languages other than the native language to its citizens.

Over the last three decades, English has become the most important foreign language in the world. At present, English is the language for international communication; science; commerce; advertising; diplomacy and transmitting advanced technology. It has also become a "lingua franca" among speakers of languages that are not mutually intelligible (Willis, 1996, a and Coury & Carlos, 2001).

Furthermore, in the age of "globalism" we live nowadays, the interdependence of nations and countries creates a need for a global language and no language qualifies for this better than English (Abousenna, 1995: P .xv).

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. As Rivers (1981) argues, speaking is used twice as

much as reading and writing in our communication.

According to Richard's (2008:19) statement, the mastery of speaking skill in English is a priority for many second-language or foreign language learners. He said that speaking is a primary basic skill to tell and share ideas in communication. Thus, speaking is one of the language skills that must be learned to start the communication. And According to Harmer (2007:89), storytelling is one of methods in teaching speaking that students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. So, the students can share their ideas in storytelling.

Since prehistory, all cultures have passed along such tales through the oral tradition, and they have always been an essential part of our humanness. Some stories were told just for entertainment. Others were used to share the history of a group of people and also to teach lessons and transmit values and beliefs. Still others were intended to explain natural phenomena—such as the changing of the seasons and the cycle

of night and day—and usually involved the people's gods and other religious beliefs. Certain stories were accompanied by music and were sung instead of recited. These stories remained in a constant process of variation, depending on the memory, talent, or purpose of the storytellers" (Anderson, 2005: 81).

The most important advantages of storytelling may be summarized as follows:

- Stories are motivating and fun and can help develop positive attitudes towards the foreign language and language learning. They can create a desire to continue learning.
- Stories exercise the imagination. Children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps develop their own creative powers.

Moreover, in pedagogical theory there are strong supports for the story telling to be will use in language teaching. In summary, storytelling is an interactive approach between students, teacher, and materials that

is recommended to be applied in the classroom.

## **2. RESEARCH METHOD**

In this research, the researcher used a quantitative study in terms of gathering and evaluating data. Quantitative method is a method which the investigation focus on the use of postpositive statement for developing knowledge, the use of enquiry strategies such as experiment, surveys, and collect data on predetermined instruments to get specific statistics data. Also, it defines as a method in research to collect, analyze, and show data in form of numeric than narrative (Prajitno, 2006:1).

Thus, this study was conducted to get empirical evidence about the effect of using storytelling technique to enhance students' speaking skill through administering pretest and post-test to get the scores and to have statistics data.

In this research, the researcher was used a quasi-experimental design. Quasi experimental design is identified as a comparison group that is as similar as possible to the treatment group (White, and Shagun Sabarwal, 2014:1). This quasi-

experimental was used to find out the effectiveness of using storytelling technique to enhance students' speaking skill.

Population is a group of individuals who have the same characteristics, while The researcher chose this population because based on the syllabus, students at the ten grade in the first semester are will use in learning narrative, and the researcher wanted to elaborate the learning by using storytelling teacnique, especially to enhance speaking skill. The samples of the research were the students of X1 divided two group as the controlled group class and as the experimental class. Each group consists of 20 students. In selecting the sample, the researcher will use a convenience sampling. This technique means that the researcher took sampling from a group who are conveniently available and permitted by the school to be involved in the study. The reason why the researcher chose X1 because some students scores of this class is lower. Therefore, the researcher wanted to prove that this class could achieve the improvement by conducting this study.

There are some steps in collecting the data for this study. It is including of pre test and post-test. The pre-test and post-test will be given to the students of experimental class and control class. The pre-test will be given at the beginning of the meeting before the treatment. While, the post-test will be given to the students after three-time treatments were done. Furthermore, the score of the pre-test and post-test from experimental class will be compared with the control class. Then, those two scores will be will use as numerical data to measure the effectiveness of using storytelling technique to enhance speaking skill.

Test was used as the instrument in this research. The researcher gave the oral test in pre-test and post-test. Pre-test will given to the students to measure their speaking skill before the treatment while the post-test will given to the students to measure their speaking skill after getting the treatment. The test that will given to the students both in experimental and control class is the same. The topic of pre test is about the last holiday, and the topic of post-test is about the next holiday. Both of pre-test and post-test were conducted in duration

1-2 minutes conversation. During the test, the teacher directly gave some scores based on the rubric he prepared for each student.

In determining the score, furthermore, the researcher will use oral rating scale proposed by David P. Harris (1969:83). The scoring rubric of the test provided a measure of quality of performance on the basis of some criteria: pronunciation, grammatical, vocabulary, fluency and comprehension.

Measures conducted by researchers in analyzing the data are as follows:

#### 1. Descriptive analysis

Based on the research objectives, the hypothesis test design made is a hypothesis test design in the study presented based on the research test the level of confidence used is 95%, so the level of precision or inaccuracy limit ( $\alpha$ ) is  $5\% = 0.05$ . And produces a t table value of 2,086. So if the value of t-count < t-table  $H_0$  is accepted and  $H_a$  is rejected.

#### 2. Test Requirements Analysis

Test requirements analysis is needed to find out whether data analysis for testing hypotheses can be continued or not. Some data

analysis techniques require test requirements analysis. Variant analysis requires that data come from populations that are normally distributed and groups that are compared homogeneously. Therefore, variant analysis requires data normality and homogeneity testing, test used in this study consists of :

a) Normality Test

The normality test aims to test whether the dependent and independent variable data has a normal distribution or not. Good data is to have normal or near normal data distribution to test normality can analyze using normal probability plot method.

b) Homogeneity Test

Homogeneity test is used to find out whether the data obtained from both groups have homogeneous variants or not.

c) The Statistical Hypothesis

Data processing using SPSS 22, by entering data into SPSS, serves to find out the results of the tests given to students.

d) T test

This test is conducted to determine individually the effect of

the independent variable on the dependent variable assuming the value of the independent variable is constant. The inid test can be done by comparing t count with t table or by looking at the significance column in each t count.

### **3. RESEARCH FINDINGS AND DISSCUSSION**

The part shows the general description of the students' scores in both the experimental class and control group. The description is divided into some sections: pre-test, post-test, gained score, and data analysis. And it is the data were collected from the results of students' scores of pre-test and post-test in both experimental class and control group. The followings are the descriptions :

As mentioned of scores in pre-test result, it can be clarified that the mean score of pre-test in experimental class was 69,87, while the mean score of pre-test in control group was 67,57. And from the scores of both classes, it means that there was a difference between the students' achievement of scores in pre-test (experimental class and control group). Here, the

experimental class got the higher mean score than the control group. And The result of post-test inform that the mean score of post-test in experimental class was 74,31, and the mean score of post-test in control group was 71,15. It is means that there was a significant score of experimental class and control group in post-test, control group was increased in post-test session than in pre-test. But, for this session, the experimental class got the higher score than the control group. It proves that using storytelling technique is effective to enhance students' speaking skill.

The data of the students' was analyzed by using SPSS to prove whether there was any significant different between the students' speaking skill in experimental class as the X variable and control group as the Y variable. But, before using Spss, the students' score in the experimental class and control group were tabulated to calculate the gained score of each class.

### **a. Findings**

#### **1. Descriptive of post-test**

The average results for the post-test experimental class were 74,31 and

the deviation standard was 2,76. While the average result for the pre test control group is 71,15 and the standard deviation is 2,64 with a sample number of 20.

#### **2. Normality Test**

##### **a) Normality of Post Test Control Group**

The results of the normal probability plots shown in picture 1 illustrates that the data spreads over the diagonal line and follows the direction of the diagonal line, which means the histogram graph shows a normal distribution pattern. Thus statistical tests using normal probability plots meet the assumptions of normality.

##### **b) Normality of Post Test Experimental Class**

The results of the normal probability plots shown, the data spread over the diagonal line and follow the direction of the diagonal line, which means that the histogram graph shows a normal distribution pattern. Thus statistical tests using normal probability plots meet the assumptions of normality.

#### **3. Homogeneity Test**

The homogeneity test results obtained a significance value of

0.897 > level of significance = 0.05, then the data meets the assumption of homogeneity. Thus, the population being researched has something in common or with each other.

#### 1. T-Test

##### a) T-Test Result Of Pre-Test

The hypothesis of statistic that used in this research is:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

$H_0$  : Null Hypothesis

$H_a$  : Alternative Hypothesis

$\mu_1$  : The students' achievement in gained score, who are taught by using storytelling.

$\mu_2$  : The students' achievement in gained score who are taught without using storytelling.

The results of the test t show that t-count is 3.698. So it can be concluded if the t-count > t-table = 2,086 in significant level of 5%,  $H_0$  is rejected and  $H_a$  is accepted, meaning that there is a difference between the experimental class and the control class.

#### A. The Hypothesis Testing

a) If t-count > t-table in significant level of 5%, the null hypothesis is rejected and the alternative hypothesis is accepted. It

means that there is significant difference between the students' speaking achievement by using storytelling and the students' speaking achievement without using storytelling at the tenth grade students of MA Bidayatul Hidayah Mojogeneng . The use of storytelling is effective to enhance students' speaking skill.

b) If t-count < t-table in significant level of 5%, the null hypothesis is accepted and the alternative hypothesis is rejected. It means that there is no significant difference between the students' speaking achievement by using storytelling and the students' speaking achievement without using storytelling at the tenth grade students of MA Bidayatul Hidayah Mojogeneng. The use of storytelling is not effective to enhance students' speaking skill.

##### c) The result of t-test

From t-test post test, it is known that the result of t-observation is 3,698 and the degree of freedom (df) is used in the significance level of 5% = 2,086. By comparing the value of t-observation and t-table, it can be known that the result of calculation



of t-observation is higher than t-table, so the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, there is significant different between the students' score in speaking test that using storytelling and the students' score in speaking test without using storytelling at the tenth grade students of MA Bidayatul Hidayah. It means that the use of storytelling is effective to enhance students' speaking skill at the tenth grade students of MA Bidayatul Hidayah.

#### **a. Discussion**

This study shows that effective storytelling is used to teach students' speaking skills, According to Ellis and Brewster (1991:2), storytelling technique can motivate students to develop positive attitudes towards the foreign language and language learning. It is supported by Inten Mujizat (2016), entitled *The Effectiveness Of Using Storytelling Technique On Students 'Speaking Skill* was the same as getting significant results even though it was not too much of a score difference that was obtained from the results of my research.

Storytelling is able to practice speaking skills that applies to everyone, if students often practice speaking skills, it will increase their abilities. In this study, researchers see there are several factors that students do not have any ideas or initiatives to speak english, this causes students to feel afraid and nervous when they want to speak or communicate using english in front of their classmates. According to richards (2006) it also refers to some aspects like responding coherently within the turns of the conversation, using linking words and phrases, keeping in mind a comprehensible pronunciation and adequate intonation without too much hesitation. Therefore the storytelling method is used to familiarize them to practice their speaking skills, according to miller, sara & lisa pennycuff (2008) storytelling technique is an effective strategy that incorporates the aesthetic ways of knowing into instruction. Also, storytelling has one benefit in enhancing the arts of education and surely motivating students to connect with their learning process.

This research can be generalized to all high school students. So the possibility if the same research is carried out will get the same results as the current research. Because researchers realize there are still many deficiencies in this study because of the limited time to work.

#### **4. CONCLUSION**

This study had quasi-experimental design which was intended to get empirical evidence of the effectiveness of using storytelling to enhance students' speaking skill at the tenth grade of MA Bidayatul Hidayah. Based on the the result from SPSS.

The storytelling is effective to be applied in teaching speaking skill. It can develop confidence, vocabulary, grammar, and comprehension. It can be concluded that the students' speaking skill in experimental class that were given by the treatment through storytelling were enhanced more effectively than the control group.

This research can be generalized to all high school students. So the possibility if the same research is carried out will get the same results as the current research. Because

researchers realize there are still many deficiencies in this study because of the limited time to work. Finally the result of the study was effective in improving students speaking skill.

#### **5. REFERENCES**

- Abouseenna, M. (1994). "Opening Speech. Global Age: Issues in English Language Education".  
 Proceedings of 13th National Symposium on English Language Teaching. March 30-April 1, 1993. CEDELTA, Ain Shams University.
- Anderson A. Nancy. 2005. Elementary Children's Literature. London: Pearson.
- Harmer, Jeremy. 2007. How to teach English. China: Pearson Education Limited.
- Prajitno, Subagio Budi. 2006. Metode Penelitian Kuantitatif. Bandung : Universitas Islam Negeri SGD Bandung.
- Richards, Jack C. 2008. Teaching listening and Speaking. New York: Cambridge University Press.
- White, Howard and Shagun Sabarwal. 2014. Quasi- Eperimental Design and

Method. United States: UNICEF.

Willis, J. (1996 a). A Framework for Task-Based Learning. Addison Wesley: Longman.